

AP English Language Annotation Rubric

Rubric Category	Exceeds Standards	Meets Standards	Approaching Standards	Below Standards
Unfamiliar Vocabulary Determine meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of key term or terms over the course of a text (CCSS: RI. 11-12.4)	Student selected relevant and impactful vocabulary terms and defined them based on the particular use in the text.	Student selected relevant terms and defined them based on the particular use in the text	Student selected some relevant terms and defined them superficially, not based on the particular use in the text	Terms selected are irrelevant Definitions are superficial and non-text specific
Subject Cite strong and thorough textual evidence to support what a text says explicitly as well as inferences drawn from the text (CCSS: RI. 11-12.1)	Textual evidence is thorough and supports a sophisticated understanding of the text	Textual evidence is thorough and supports an accurate understanding of the text	Textual evidence is listed though it does not clearly support and accurate understanding of the text	Textual evidence is sparse or missing entirely; no evidence of an understanding of the text
Occasion/TONE Explain the influence of context and tone on the form, style, and point of view of a written work (CCSS: RI. 11-12.6)	Student has a comprehensive understanding of the context and tone of the written work	Student has an accurate understanding of the context and tone of the written work	Student has some knowledge of the context and tone of the written work, not all of it is accurate	Student has limited or no knowledge of the context and tone of the written work
Audience Predict the impact an informational text will have on an audience and justify the prediction (CCSS: RI. 11-12)	Student accurately identifies intended audience and takes this into consideration when determining effectiveness of the text	Student accurately identifies intended audience and attempts to consider impact on text	Student inaccurately identifies intended audience and/or inaccurately determines impact on text	Student does not identify audience and inaccurately identifies intended audience

<p>Purpose Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis (CCSS: RI. 11-12.2) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging (CCSS: RI. 11-12.5)</p>	<p>Student has a sophisticated and accurate understanding of author purpose in the chapter or expository article.</p> <p>Student effectively evaluates if the author is successful in communicating his or her purpose</p>	<p>Student has an accurate understanding of author purpose in the chapter or expository article</p> <p>Student evaluates the author's effectiveness in communicating purpose</p>	<p>Student has an incomplete understanding of author purpose in the chapter or expository article</p> <p>Student inaccurately evaluates author's effectiveness in communicating purpose</p>	<p>Student does not understand author purpose</p> <p>Student is unable to evaluate author effectiveness in communicating purpose</p>
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